

## **THE ROLE OF COMMUNITY AS A PLATFORM FOR LEARNING AND CREATIVITY OF MARGINALIZED CHILDREN**

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### **ABSTRACT**

Marginalized children, often referred to as street children or coming from economically disadvantaged families, face complex challenges in their daily lives. These challenges include not only economic hardship, but also limited access to education, health, and opportunities to develop creativity. In the midst of these limitations, the role of the community becomes crucial in providing comprehensive support for these children. The research method used a literature review of journals. Case studies from various communities show that community-based education approaches are effective in improving marginalized children's interest in learning, motivation and social skills. For example, The Floating School in Pulo Aceh has been successful in providing educational learning while facilitating the development of practical skills for teenagers. Similarly, TBM Lentera Hati in Karangsong Village has not only increased interest in reading but also revived a vacant building for positive community activities. The importance of collaboration between communities, schools, government and parents should also not be overlooked. Support from these various parties is important to ensure the sustainability of community education programs as well as to balance the practical and emotional needs of marginalized children. Overall, these education communities are not only alternative education providers, but also significant agents of social change. By providing a stimulating and relevant learning environment, they not only help children to escape the cycle of poverty but also prepare them to contribute positively to society in the future. Regular evaluation of the program's effectiveness is necessary to ensure that the education and development goals of marginalized children are well achieved, thus promoting a more inclusive and equitable society.

**Keywords:** *Education, Community, Marginal.*

### **INTRODUCTION**

Marginalized children, often referred to as street children or children who come from economically disadvantaged families, face various challenges in their daily lives. These challenges are not only limited to economic aspects but also include access to education, health, and opportunities to develop creativity. In the midst of these limitations, the role of the community becomes vital as a platform for learning and creativity for marginalized children (Vameghi et al., 2023).

Marginalized children usually grow up in an environment that does not support their optimal development. Many of them have to work to support the family economy, sacrificing time that should be spent learning and playing. In addition, their access to proper educational facilities is often hampered by factors such as cost, distance and lack of social support (Divya & Suresh, 2022).

Communities can be significant agents of change in overcoming the limitations faced by marginalized children. Through inclusive and community-based education programs, these children can have better learning opportunities. Community learning activities are often more flexible and adaptive to children's needs, allowing them to learn in a more supportive and pressure-free environment (Jass & Khaton, 2022).

In addition to formal education, the development of creativity is also an important aspect of children's growth. Creativity can be a medium for children to express themselves, understand the world around them, and develop skills that are beneficial in the future. Communities play an important role in providing spaces and facilities that support creative activities such as art, music, dance and crafts (Kulboyeva, 2023).

Some concrete examples of the role of communities in supporting marginalized children can be seen from various initiatives that have been running in various regions. For example, communities such as Rumah Belajar and Sanggar Anak Akar in Indonesia have successfully created fun and productive learning environments for street children. They provide supplementary classes, skills training, as well as arts and cultural activities that not only develop knowledge but also hone children's talents and interests (Fadhillah et al., 2023), (Martini & Haniah, 2017).

The role of the community in supporting the education and creativity of marginalized children has significant long-term benefits. Children who receive support from the community tend to have higher self-confidence, better social skills and a more optimistic outlook on life. They are also more likely to escape the cycle of poverty and contribute positively to society in the future (Sandora, 2020).

## RESEARCH METHODS

In this research, the method used is literature review, which is a research approach that involves collecting, assessing, and critically analyzing existing literature. Literature review aims to identify, evaluate, and synthesize findings from various studies that are relevant to the research topic being studied. Through this method, researchers can obtain a comprehensive overview of previous research developments, identify gaps in the literature, and provide a strong basis for further research. By reviewing various literature sources, both in the form of journal articles (Cisco, 2014).

## RESULTS AND DISCUSSION

### Results

(Madania et al., 2024) The problem around Kelurahan Jagong regarding children's lack of interest in learning is a serious challenge in efforts to improve education in the area. This phenomenon is generally caused by the uninteresting learning methods used in schools, which children often find boring. Children tend to feel more comfortable studying at home without any clear or adequate materials to support their learning process. This situation further worsens the condition of education in the area, with potentially high dropout rates and low academic achievement. Responding to these problems, the students of the Community Service Program (P2K) responded by designing the "Rumah Belajar" program. This program is specifically designed to create a pleasant learning environment and generate enthusiasm for learning among marginalized children. Based on observations, this program has shown a significant positive impact. Children who were initially less interested and preferred to play, began to show an encouraging change in attitude. They became more confident in answering and asking questions, and showed an increase in their level of enthusiasm and focus while learning.

The consistent and interactive approach of the "Rumah Belajar" program has proven successful in changing children's learning behavior. Not only are they more active in asking questions and participating in learning activities, but they also begin to develop a deeper interest in the learning process itself. By creating a fun and supportive environment, the program helps children to feel more motivated and excited in pursuing their education. The positive results obtained from the implementation of the "Rumah Belajar" program in Jagong Village show that community-based education initiatives are able to overcome complex educational challenges. Collaboration between P2K students, schools, and local communities is the key to success in creating meaningful change for these marginalized children. By continuing to improve and develop programs like this, it is hoped that a more inclusive educational environment will be created and provide equal opportunities for all children to reach their full potential.

(Nisa & Yoenanto, 2023) The learning process for street children and marginalized children is often characterized by great challenges in maintaining learning motivation. They tend to have extrinsic motivation that is influenced by an unfavorable environment, such as economic conditions.

difficult family or lack of social support. In addition, intrinsic factors such as feeling unaccepted or unappreciated can also greatly affect their motivation to learn. When children feel that their surroundings don't value their learning efforts, they tend to lose their enthusiasm to engage in the learning process.

This is where the role of communities like Komunitas SSC (Save Street Child) becomes crucial. This community not only provides access to varied educational activities, but also pays attention to Maslow's hierarchy of needs. They ensure that children first fulfill their physiological needs, such as food and proper shelter, before they can reach higher levels of learning motivation. By meeting these basic needs, communities provide a stable foundation for children to thrive in education.

The motivational programs designed by this community do not only focus on academics, but also include the development of self-confidence and social skills. This is important because each child has unique motivational factors. Teachers, counselors and parents can play an important role in identifying and developing these motivational factors. By understanding what drives each child, they can design appropriate approaches to promote enthusiasm for learning and active participation in educational activities. Communities also provide a supportive environment where children can feel safe to express and participate without fear or pressure. By creating inclusive spaces and encouraging ownership of the learning process, communities help marginalized children to feel valued and supported in their learning endeavors.

Overall, the comprehensive approach taken by communities such as the SSC Community is key to improving the learning motivation of marginalized children. By providing a safe environment, continuous support, and programs that are relevant to the children's needs, they not only help improve academic achievement, but also develop the skills necessary for success in life. Thus, collaboration between communities, schools and families is crucial in supporting the development of marginalized children in terms of education.

(Eka & Sarmini, 2024) The SAN or Senyum Anak Nusantara community stands out as a clear example of bringing positive changes in children's education, especially those living in remote areas or from orphanage backgrounds. Their role is not only limited to providing access to education, but also includes comprehensive program planning, implementation and evaluation. In the planning stage, the SAN Community carefully sets clear objectives and identifies specific targets. They do a good job of human resource management, ensuring that they have a well-trained and committed team to implement the programs. Careful budget planning is also key to ensuring the smooth operation of their educational programs.

The implementation of SAN programs such as Seribu Senyum Nusantara, Sekolah Nusantara, and Ekspedisi Merah Putih focus on providing high-quality education in remote areas. They not only teach academic material, but also motivate children to love their homeland through engaging and locally relevant educational approaches. By doing so, they succeed in fostering a sense of nationalism and love for the nation's culture among children. The program evaluation routinely conducted by Komunitas SAN is very important to assess the effectiveness, efficiency, and success of the program implementation. They use indicators such as available infrastructure, HR performance, and positive responses from children as the main parameters. The results of this evaluation show that the interactive learning approach and interesting materials have successfully increased children's interest and motivation to learn, which in turn improves their learning outcomes.

An analysis based on Talcott Parsons' theory of structural functionalism shows that the SAN program is not only successful in achieving the goals of formal education, but also in adjusting to the children's social environment. This proves that well-organized education not only improves academic skills but also strengthens social solidarity among children. Overall, the SAN Community has proven that they are not just education providers, but meaningful agents of change in the community, promoting quality education in Indonesia. Through their efforts in providing effective and supportive learning experiences, they not only help children grow and develop academically, but also develop a sense of nationalism and awareness of the importance of education for the nation's future.

(Fadhillah et al., 2023) Rumah Belajar Kambodja, which operates in TPS Monang Maning and TPS Suwung, demonstrates a strong commitment to facilitating more equitable access to education and

providing supplementary learning for children from marginalized groups in Bali. Through the active participation of volunteers as the main teaching force, this Rumah Belajar successfully provides a supportive and inspiring learning environment for children who previously may not have had adequate access to formal education.

One aspect that sets Rumah Belajar Kambodja apart is its close partnerships with various parties. These collaborations include various institutions, local communities and volunteers who contribute to teaching and managing the day-to-day activities at Rumah Belajar. Through this synergy, they are able to reach more marginalized children and provide education that is relevant to local needs. However, as with many alternative education initiatives, Rumah Belajar Kambodja also faces significant challenges. One of the main challenges is the unstable fluctuation of volunteers. Volunteer involvement is often dependent on their willingness and availability, which can disrupt the consistency of the learning program. In addition, the unruly behavior of children is also a factor that affects the effectiveness of learning. Children from marginalized groups may have complex social and economic challenges, which can affect the regularity and consistency of their participation in learning activities.

To overcome this obstacle, further efforts are needed in managing and coordinating volunteers. Initiatives such as the establishment of volunteer contracts and long-term cooperation with universities in Bali can help reduce the instability of the teaching force. By building more structured and sustainable relationships, Rumah Belajar can ensure the continuity of their education programs and maximize their positive impact on the children served. In addition, the involvement of policy makers is also important in supporting the sustainability of this program. Support from local government and non-governmental organizations can help create a conducive environment for the development of Rumah Belajar Kambodja. These steps will not only address internal challenges, but also strengthen the program's foundation to adapt to changing local dynamics.

Overall, Rumah Belajar Kambodja offers an inspiring model of facilitating access to education and additional learning for marginalized children in Bali. By harnessing collaborative potential and responding to challenges with innovative solutions, they are at the forefront of addressing educational inequality and providing hope for a better future for the children they serve.

(Putri et al., 2020) Based on the results of research on the role of The Floating School community in Pulo Aceh in enhancing adolescent creativity, it can be concluded that this community has a significant impact in several important aspects. First of all, the community acts as a facilitator that provides a supportive and fun learning environment for teenagers. They not only provide access to new knowledge and skills, but also promote the values of creativity and innovation among its members. Educationally, The Floating School provides training that covers a wide range of areas, from handicraft skills to the use of modern apps that are relevant to the needs of the times. It aims to equip teenagers with practical skills that can enhance their competitiveness in the future. However, along the way, the community has also faced significant challenges such as limited access to reference sources and lack of supporting infrastructure for teaching and learning activities.

Nonetheless, The Floating School managed to overcome these obstacles through strong support from various parties. Support from parents, dedicated volunteers, and collaboration with donors and local residents prove that the community is able to face challenges in an effective way. In addition, their approach to teaching that attractive and educational activities have motivated teenagers to actively learn and participate in the activities offered.

The benefits felt by the youth involved with The Floating School include improved craft skills, the ability to innovate, and increased positive social interactions. In addition, the youth also felt highly energized and motivated in achieving their goals, as reflected by their active participation in various community activities. In terms of recommendations for the future, the authors suggest that The Floating School continue to develop and expand their activities. The local government is also expected to increase the value of education in Pulo Aceh, by supporting community initiatives such as this that have proven to have a positive impact on youth education and development. In addition, collaboration with other educational institutions is also considered important to maximize the potential of education in remote or underdeveloped areas.



Overall, this research confirms that communities like The Floating School not only act as alternative education providers, but also as agents of change that encourage positive developments in creativity, innovation and motivation to learn. Ongoing evaluation of the program's effectiveness will be key to ensuring that this community continues to have a significant impact on the local community in Pulo Aceh.

(Santy & Husna, 2019) TBM Lentera Hati is one of the important initiatives focusing on improving education and reading interest in Karangsong Village. Established in response to serious problems such as high school dropout rates and low interest in reading among children, especially those from fishing families, this TBM acts as an information and learning center open to all residents, regardless of their economic or social background. One of the main successes of TBM Lentera Hati is the transformation of an empty building owned by PNPM Mandiri into a space that benefits the community. By providing free access to various reading and information resources through computer facilities, this TBM not only facilitates increased literacy but also broadens the knowledge and horizons of its visitors. The programs offered such as English classes, writing classes, literacy picnics, and reading corners are designed to meet the various educational and social needs of the Karangsong Village community.

The importance of TBM Lentera Hati is not only limited to the formal education aspect, but also as a place for public activities that enrich the social and cultural life of the village. By providing a comfortable and open environment, this TBM creates opportunities for children and adults to learn, interact and develop their interests in a positive way. Activities such as literacy picnics also provide fun and educational learning experiences, helping to boost children's enthusiasm and motivation to learn and connecting them more closely with the world of literacy. Collaboration between TBM Lentera Hati, the local community and other relevant parties is key to the success of this program. Active support from villagers, provision of human resources, and sustainable funding are important factors in maintaining the sustainability and effectiveness of this TBM program. Periodic evaluation of the program's effectiveness is also necessary to ensure that the set objectives are well achieved and to identify areas that need to be improved or adjusted.

Overall, TBM Lentera Hati is not only a center of education and information, but also a symbol of hope and positive change for the Karangsong Village community. By strengthening informal education infrastructure, improving literacy, and creating an inclusive learning environment, this TBM plays an important role in building a brighter future for the children of fishermen as well as strengthening the capacity of the community as a whole.

(An'nisa & Rahmawati, 2023) Community is an important social entity in forming solidarity and meeting the common needs of the individuals who are members of it. Komunitas Indonesia Pintar (KIP) is a concrete example of how social care can change the future of disadvantaged children, especially in Kampung Pemulung. KIP was founded by a group of students who care about the education of children in the area who do not have adequate access to formal education. They took concrete steps by providing both formal and non-formal education through the help of permanent teachers and volunteers. KIP's collaboration with Rumah Penyuluhan Kreatif Foundation ensures the availability of supportive learning facilities, including religious and general education, to cover children's comprehensive educational needs.

The challenges faced by KIP are many, especially considering that many children are forced to drop out of school due to difficult economic conditions. However, through a meticulous and committed approach, KIP has managed to motivate the children to return to education. The results can be seen in the increased enthusiasm for learning and positive progress in understanding the material by the children they mentor. The role of communities like KIP is crucial in advancing education in marginalized areas. They not only provide access to education that was previously unavailable, but also help build a solid foundation for children's futures. By encouraging active participation from the surrounding community, KIP creates a safe and supportive learning environment, where every child can grow and develop to their full potential.

The success of KIP shows that with strong collaboration between communities, local government and non-governmental organizations, we can create significant changes in the education of

marginalized children. Continuous evaluation of the program's effectiveness is key to ensuring that every step taken leads to sustainable results and benefits the children and their communities as a whole.

(Asrianto, 2023) The Sokola Kaki Langit community in Bonto Manai hamlet, Laiya village, Cenrana sub-district, Maros district, plays a very important role in providing non-formal education to children in remote mountainous areas that are often neglected by the government. These areas face serious challenges such as geographical conditions that are difficult to access, limited infrastructure such as inadequate roads, limited availability of electricity and poor telecommunication networks. In addition, minimal education and health facilities are also a major obstacle for children here to get a proper education.

Despite all these challenges, the children's enthusiasm for learning remains high. This is what encourages Sokola Kaki Langit volunteers to play an active role in providing guidance through various educational activities. One of the important steps taken is to establish a library, which not only increases children's interest in reading but also becomes a much-needed informal learning center in the area. Sokola Kaki Langit volunteers not only focus on non-formal coaching such as literacy, religion, art, and clean and healthy living behavior (PHBS), but they also assist in formal classes at local schools that are experiencing a shortage of teachers. They even act as substitute teachers at SDN 186 Inpres Bonto Manai, demonstrating their dedication and commitment to ensuring children in this area have access to good education despite the difficult environment.

The success of Sokola Kaki Langit cannot be separated from the active support provided by the school, local community and parents. Parents are directly involved in providing motivation and support to their children to continue learning and improving their abilities. Meanwhile, the school is open to the community's coaching programs, creating a strong synergy for the success of the children's education. However, this community also faces various challenges, both from within such as a lack of coordination and discipline among volunteers, as well as from outside such as difficult access to transportation and limited communication. Nonetheless, the strong commitment of Sokola Kaki Langit volunteers to improve the reading, writing and other skills of children in this area is evident. This reflects the important role of the community in bridging the education gap in remote areas, as well as strengthening the hope for a better future for the young generation there.

## Discussion

Education in marginalized areas often involves several crucial factors such as the lack of children's interest in learning and the unsuitability of the learning methods used. This is reflected in Jagong Village, where children tend to be uninterested in learning due to monotonous methods and the lack of attractiveness of the learning materials presented. Responding to this challenge, the students of the Community Service Program (P2K) developed the "Rumah Belajar" program which aims to increase the enthusiasm and enthusiasm of children's learning. With a more interactive approach and a fun learning environment, the program has successfully increased children's confidence in asking questions and actively participating in the learning process.

Communities also play an important role in improving the learning motivation of marginalized children. For example, the SAN (Senyum Anak Nusantara) Community uses an approach based on Maslow's hierarchy of needs, ensuring that children first fulfill their physiological needs before entering higher stages of learning motivation. By providing activities that suit their needs, this community helps to increase children's intrinsic motivation, making them more motivated to take part in learning.

In addition, communities such as The Floating School in Pulo Aceh and TBM Lentera Hati in Karangsong Village demonstrate a commitment to providing greater access to education for children on the margins. The Floating School not only provides formal and non-formal learning, but also facilitates skills development through craft training and app usage, as well as providing emotional support that is important for adolescent development. Meanwhile, TBM Lentera Hati serves as an information and learning center that provides free access to reading and information resources, bridging the literacy gap in fishing communities.

In remote areas like Bonto Manai Hamlet, the Sokola Kaki Langit community serves as a crucial non-formal education provider. Despite facing infrastructure challenges and a lack of

educational facilities, the community has managed to increase children's interest in reading through educational activities and the establishment of a library. The support provided by parents, local schools and the community has been instrumental to the success of the program, although they are also faced with barriers such as internal coordination and difficult access to transportation.

Overall, the role of communities in improving education for children on the margins is crucial. By providing supportive learning environments and programs relevant to local needs, communities help create better opportunities for children to reach their full potential, while building social solidarity and awareness of the importance of education in the community.

## CONCLUSIONS

Education communities such as Rumah Belajar, The Floating School, TBM Lentera Hati, Komunitas Indonesia Pintar (KIP), and Sokola Kaki Langit play a crucial role in advancing education in many parts of Indonesia. They are responding to serious problems such as lack of interest in learning, high dropout rates, and education accessibility challenges in remote areas.

The positive results obtained from the implementation of the "Rumah Belajar" program in Jagong Village show that community-based education initiatives are able to overcome complex educational challenges. Collaboration between P2K students, schools, and local communities is the key to success in creating meaningful change for these marginalized children.

The role of communities such as Komunitas SSC (Save Streed Child) is crucial. This community not only provides access to varied educational activities, but also pays attention to Maslow's hierarchy of needs. They ensure that children first fulfill their physiological needs, such as proper food and shelter, before they can reach higher levels of learning motivation.

The SAN or Senyum Anak Nusantara community stands out as a clear example of bringing about positive change in the education of children, especially those living in remote areas or from orphanage backgrounds. Their role is not only limited to providing access to education, but also includes comprehensive program planning, implementation and evaluation.

Rumah Belajar Kambodja, which operates in TPS Monang Maning and TPS Suwung, demonstrates a strong commitment to facilitating more equitable access to education and providing additional learning for children from marginalized groups in Bali. Through the active participation of volunteers as the main teaching force, this Rumah Belajar successfully provides a supportive and inspiring learning environment for children who previously may not have had adequate access to formal education.

Communities like The Floating School not only act as alternative education providers, but also as agents of change that encourage positive developments in creativity, innovation and motivation to learn. Ongoing evaluation of the program's effectiveness will be key to ensuring that this community continues to have a significant impact on the local community in Pulo Aceh.

TBM Lentera Hati is one of the important initiatives focused on improving education and interest in reading in Karangsong Village. Established in response to serious problems such as high school dropout rates and low interest in reading among children, especially those from fishing families, this TBM acts as an information and learning center open to all residents, regardless of their economic or social background.

Komunitas Indonesia Pintar (KIP) is a concrete example of how social awareness can change the future of disadvantaged children, especially in Pemulung Village. KIP was founded by a group of students who were concerned about the education of children in the area who did not have adequate access to formal education. They took concrete steps by providing both formal and non-formal education through the help of permanent teachers and volunteers.

The Sokola Kaki Langit community in Bonto Manai Hamlet, Laiya Village, Cenrana Sub-district, Maros Regency, shows a very important role in providing non-formal education to children in remote mountainous areas that are often neglected by the government.

The programs in the community not only provide an interesting and educational learning environment, but also help to raise the children's enthusiasm and motivation to learn. By using interactive and locally relevant learning methods, they succeed in improving children's academic, social

and creative skills. Through collaboration with schools, communities and parents, these communities are creating sustainable learning models that can be adopted in different contexts.

The importance of volunteer support, good coordination and active involvement of relevant parties are key success factors in each of these education programs. Regular evaluation of the effectiveness of the program is also important to ensure that the educational objectives are well achieved. Thus, these educational communities not only act as alternative education providers, but also as agents of meaningful social change for the development of children in Indonesia.

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